

H5NG 04 (SCDHSC0027) — Support Individuals in Their Daily Living

Overview

This standard identifies the requirements when supporting individuals in their daily living. This includes working with individuals to identify the support they require for daily living and then assisting them in activities to promote their wellbeing and independence. The standard includes working with individuals to access any further support required.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

The **individual** is the person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 22 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Work with individuals to agree the support they require for their daily living

	Performance Criteria	Evidence Number where this criteria has been met
1	Work with the individual, key people and others to identify your role in supporting the individual and the boundaries of your involvement.	
2	Contribute to agreeing how any problems or areas of conflict that arise will be addressed.	
3	Support the individual to describe their daily lives and activities and to clarify what they are able to do for themselves.	
4	Support the individual to identify any groups and other people who may be able to assist them.	
5	Identify with the individual which aspects of their daily living they need you to carry out for them and which they would like your assistance with.	
6	Support the individual to express their wishes about the types of support they need from you and the time they prefer you to be available.	
7	Seek additional support where you are unable to carry out the activities identified by the individual.	

Assist individuals in activities to promote their wellbeing

	Performance Criteria	Evidence Number where this criteria has been met
8	Confirm which aspects of the individual's daily life you will be assisting them with and which you will be carrying out for them.	
9	Agree with the individual how they would like you to carry out the aspects of their daily living for which you are responsible, taking account of any risk assessments and working within legal and work setting requirements and policies and procedures .	
10	Assist the individual to carry out agreed aspects of their daily living in ways that promote active participation and protect the individual and yourself from the risk of infection.	
11	Observe the individual while working to monitor any changes in them.	
12	Work with the individual to agree how any changes might affect the assistance they require.	
13	Report on any changes in the preferences, needs and circumstances of the individual and the affect these will have on your work activities, within confidentiality agreements and according to legal and work setting requirements.	

Enable individuals to access other support to promote their wellbeing

	Performance Criteria	Evidence Number where this criteria has been met
14	Work in ways that promote active participation when enabling the individual to access further support to benefit their health and social wellbeing.	
15	Work with the individual, key people and others to identify further support that will promote the individual's health and social wellbeing.	
16	Contribute to agreeing which activities you will be responsible for and which will be the responsibility of other people.	
17	Contribute to ensuring that the activities carried out by yourself and others are co-ordinated effectively.	
18	Contribute to agreeing how you will work with the individual and those who support them.	
19	Contribute to agreeing how any problems or areas of conflict that arise with additional support will be addressed.	
20	Carry out your agreed role in ways that promote active participation.	
21	Observe any changes in the support needs of the individual and how this may affect the assistance they require.	
22	Report on any changes in the support needs of the individual within confidentiality agreements and according to legal and work setting requirements and policies and procedures.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 44 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role in supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
41	The types of activities you may need to do to support individuals in their daily living.	
42	The risks, dangers and difficulties associated with different environments, equipment, materials and activities and in relation to specific individuals.	
43	Key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances.	
44	Types of additional resources and support that may assist individuals in their daily living and how to access them.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	